

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13WI3**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Gary Goelz

Official School Name: Country Meadows Elementary School

School Mailing Address: S75W16399 Hilltop Drive  
Muskego, WI 53150-8849

County: Waukesha State School Code Number\*: 38570020

Telephone: (262) 971-1815 E-mail: gary.goelz@muskegonorway.org

Fax: (414) 422-1672 Web site/URL: http://cm.muskegonorway.org/pages/CM

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Kelly Thompson PhD Superintendent e-mail:  
kelly.thompson@muskegonorway.org

District Name: Muskego Norway School District District Phone: (262) 971-1800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. James Schaefer

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)  
2 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
8 Total schools in district
2. District per-pupil expenditure: 10522

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	25	17	42
K	24	34	58
1	26	23	49
2	23	27	50
3	31	29	60
4	31	37	68
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			327

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
0 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
96 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2011	327
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 39

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 18

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>10</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>6</u>
Total number	<u>20</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_%

Enrolled in a community college \_\_\_\_\_%

Enrolled in vocational training \_\_\_\_\_%

Found employment \_\_\_\_\_%

Military service \_\_\_\_\_%

Other \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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“Every student learning, growing...succeeding.” The mission of Country Meadows Elementary School and the Muskego Norway School District is so much more than words on paper. We are committed to and care deeply about the academic and whole-student success of every child as an individual, every day. We recognize that our mission is realized for each student in different ways, and as such we personalize our service for them.

Country Meadows is one of five elementary schools in the Muskego Norway School District. We serve students in four-year-old kindergarten through fourth grade. The current student population is 327, with either two or three classrooms per grade level. In 1987, due to an increasing elementary student enrollment across the district, Country Meadows Elementary School was born in one wing of Bay Lane Middle School. This was meant as a temporary solution. Thankfully, we stayed! We are very proud of our focused efforts as a staff to impact student achievement, with the most recent indicator of success being our 87.1 Overall Accountability Score on the new School Report Card from the state (and the accompanying “Significantly Exceeding Expectations” Rating.) Being in an elite group of schools to achieve this rating exemplifies how meaningful this accomplishment is. Additionally, this score positioned us in the top two of thirty seven elementary schools in our Classic Eight Conference.

Country Meadows has 42 incredibly dedicated staff members, including thirteen regular education classroom teachers, two special education teachers, an early childhood teacher, a reading specialist, an instructional coach focused in the mathematics content area, three “specials” teachers (physical education, music and art), and one principal. Of these 22 staff members, 18 have earned a Master’s Degree or second degree. Additionally, there are many other staff members who play a critical role in the education that is provided to our children. We have a highly collaborative staff, with all teaching staff members collaborating weekly before school each Thursday. The principal provides written feedback each month to every team to guide their next step in our collaborative efforts.

Our students are absolutely amazing. They remind us every day of the reason we work so hard for them. In addition to our academic focus, our efforts also emphasize the importance of developing the whole child. Our “Above the Line” program teaches students about the four core values of Respectful, Responsible, Safe and Honest behaviors. Also, annually, CM students have many other learning opportunities including voting for presidential elections, participating in a Veterans Day assembly and spreading joy through song at the Muskego Health Care Retirement Center. Finally, historically, Country Meadows has been the elementary school identified to serve the needs of students with various special education needs, including those children with the most significant needs. Our diverse student population offers many unique learning experiences.

Parent support within our school is phenomenal and greatly adds to the community feeling when you walk through our school doors. On a daily basis, parents/guardians volunteer throughout our classrooms, assisting teachers and supporting student learning in all content areas, especially reading. We have a very active Parent Teacher Organization, one that offers events for students and our families at least once per month, including a Talent Show, Science & Art Fair, Read-in, Olympic Day and so much more. Indeed, parent/guardian support is absolutely critical to our success.

Staff is engaged in ongoing and meaningful learning experiences related to student achievement that are put into practice in the classroom. Our “Eye On the Goal” (EOtG) School Improvement Team regularly monitors progress toward the School Improvement Plan (which contains our three focus areas of Literacy, Special Education and Above the Line) with a persistent focus on data. We conduct a Data Summit each trimester which generates a trimester Implementation Cycle Plan through using student achievement data from the previous trimester and as connected to the Annual Plan. Further, every regular and special

education teacher has for the past two years completed an individual Professional Learning Plan which has outlined step by step actions connected to a self-selected goal area that a teacher believes is a growth area for them and is connected to a district-identified “high leverage teaching practice.” Walkthroughs occur regularly by the principal and produce feedback that teachers utilize to further refine their practice. Finally, the principal meets each trimester with every regular and special education classroom teacher to discuss their progress toward their Professional Learning Plan as well as walkthrough feedback. These targeted conversations have no doubt improved teaching practice.

Thank you so much for the opportunity to share the Country Meadows story. We are humbled. “Every student learning, growing...succeeding.” Though, as previously stated, our mission is so much more than words on paper, it is foundational to ensuring the success of every child that we serve.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A.) Country Meadows holds school assessment data in the highest regard, as we believe it is directly correlated to the quality of instruction that we provide. As a result of our ongoing focused efforts to improve instructional practices, we have seen upward trends over time in student achievement data in both third and fourth grade on the Wisconsin Knowledge and Concepts Exam (WKCE).

In reading, data for the 2011-12 school year indicated that 53% of third and fourth grade students achieved proficient or advanced scores. Country Meadows has historically been the elementary school designated to serve students with the most significant special education needs, and as such has had a higher overall percentage of students in special education as compared to other Muskego Norway schools. Still, special education data in 2011-12 indicated that 52% of students achieved proficient or advanced in reading, our highest percentage in many years. A final piece of reading student achievement data involves the “Successful Transitions” component of our district level school scorecard which measures how our students transition to the middle school. Current year fifth grade first quarter reading data indicated that 100% of our students met the district benchmark for achievement, an indicator of a successful transition to the middle school in the area of reading.

In math, data for the 2011-12 school year indicated 78% of third and fourth grade students achieved proficient or advanced. Special education data in 2011-12 revealed that 65% of students achieved proficient or advanced in math, again our highest percentage in many years. In the Successful Transitions component referenced above, as was the case in the reading content area, fifth grade first quarter math data indicated that 100% of our students met the district benchmark.

Regarding the “acceptable” level of performance for our students, all of our annual school goals are written with the belief that all students will reach proficiency or above. So, in this way, 100% proficiency, per our mission of “Every student, learning, growing....succeeding,” is our expectation.

B.) Five year student achievement trend data indicates overall increased student performance as measured by the percentage of students achieving proficient or advanced in the WKCE and WAA assessments. We review details down to the individual question and individual student regarding proficiency data as an entire staff or as an Eye On the Goal School Improvement Team. Doing so has positioned us to identify and understand gap areas, put a plan in place to close those gaps, and most importantly exercise the plan with fidelity, which has led to sustained improved student achievement results. When slight dips occurred, we reviewed closely how the score was impacted by the number of students with disabilities (SWD) who took the test and how they scored. With only 48-58 students in each grade tested over the last five years, even 1-2 students who receive special education services can affect the results referred to below.

In reading, in 2008-09, 46% of students scored in the advanced or proficient ranges. Since then, there has been in general an upward trend which, as of 2011, has resulted in 53% of our students achieving this standard. To provide more detail about the trend, in 2009-10 we had 49% of our students achieve proficient or advanced, in 2010-11 there were 58%, and finally in 2011-12 there were as previously mentioned 53% of our students who achieved proficient or advanced.

There are many key factors that have contributed to these gains in reading. We have had a laser-like focus connected to professional development in reading instruction for the past four years. All of these sessions supported teachers to implement all aspects of the Readers’ Workshop. Also, during the current school year, all teaching staff are involved in an ongoing book study that is differentiated by book to meet their needs. In addition, teachers meet each trimester with the reading teacher and principal at our “Literacy

Wall” of reading achievement data for every student, to discuss and commit to next steps as teachers, which sometimes includes increasing the amount of time each day that students are engaged in reading.

Finally, each year teachers improve their methods of assessing their students and use that data to determine what next step to offer each individual reader.

In math, in 2007-08, 73% of students scored in the proficient or advanced ranges as compared to 78% in 2011-12. Again, we have seen an overall upward trend in math student achievement over time. In 2008-09 we had 72% of students score proficient or advanced, in 2009-10 we had 81%, in 2010-11 we had 75% and finally as previously mentioned in 2011-12 we had 78%. We believe that this upward trend data is the result of high quality instruction.

There are numerous factors that contribute to these gains in the area of math. Since the 2010-11 school year, we’ve had a part time Instructional Coach who has focused nearly all of her time on this content area. She models lessons, co-teaches with classroom teachers, provides professional development for staff and finally works with mathematicians who need support. Our focus as math teachers has, for many years, been on promoting student understanding through problem solving and real-world application. Finally, much of the weekly collaboration time that occurs for each team is in the math content area. Teams discuss standards, learning targets, resources and effective instructional techniques (including the Workshop format) to enhance their instruction.

While the achievement gap between regular and special education student achievement per WKCE data has been closing the past few years, a gap still exists. We have been focused on closing that gap with specific action steps. First, special education “Check-In” meetings have occurred each trimester involving the special education teacher, regular education teacher, principal and other staff. This is an opportunity to check-in on individual students by name to discuss data relative to their specific goals on their IEP and next steps. Second, special education teachers meet on a scheduled basis with regular education colleagues to discuss the students that they work collaboratively for. And third, students with special education needs have for the past few years been especially engaged in creating their own personalized goals to help them not only monitor their progress but also to strive to achieve them. We believe these focused efforts have contributed to the gap closing between these groups.

## **2. Using Assessment Results:**

Country Meadows staff members are consistently using assessment results to drive our instruction. Assessment data that we regularly collect and review are: WKCE results, common assessment data in the core content areas, running records, book levels, literacy benchmark results, kindergarten literacy scores, spelling stages, Teachers College leveled reading assessments, writing samples, special education student achievement data, Above the Line data, Phonological Awareness Literacy Screening (PALS) data for kindergarten, critical thinking data, Number Knowledge scores and walkthrough data. Additionally, using Tableau software, we are able to drill down by individual student to access all of these data points specific to one child. This proves especially helpful during Child Study Team (CST) meetings which provide additional support for a teacher and thus child as well as when we determine which children receive reading or math intervention regardless of if they are a high or lower achieving student.

Every teaching team meets on Thursday mornings to discuss three corollary questions: 1. What do we expect our students to learn? (Curriculum); 2. How will we know if they learned it? (Assessment); and 3. How will we respond if they didn’t learn it or already know it? (Differentiation). Each week teachers record their targeted work, which often includes data, and the principal provides written feedback every month to every team, including suggestions for next steps for their collaborative efforts.

The Eye On the Goal (EOtG) Team is also committed to the use of data. Every June we build a year-long plan for the coming school year focused on three main goal areas. Student achievement data from the prior year and years are utilized to create this plan. Every trimester, our EOtG team meets to review data

based on our annual plan and create a plan for the coming trimester. This trimesterly plan (called an Implementation Cycle) fits under the umbrella of our annual plan but allows for flexibility based on our progress throughout the school year. Our conversations at these “Data Summits” are based on data using what we call a “Four Lens Protocol.” We review data from the Growth, Consistency, Equity and Standards lenses. Moreover, our EOTG team and/or full staff monitors progress on every action step in each Implementation Cycle, and the lead person for each item rates our progress (3 = Green = Full Implementation to 1 = Red = Minimal or No Progress). During the 2011-12 school year, we achieved 100% implementation on every actionable item with a rating of a three on all three Implementation Cycles. Said another way, what we set out to do, we do it, 100% of the time.

Our Literacy Wall is a data collection site for every Country Meadows student. One portion of our Literacy Center is designated for this visual data display of every child as a reader, complete with their current book level, stage on our reading continuum, WKCE data if applicable and more. Having the cards color-coded by grade level has made certain student cards nearly pop off of the wall itself, and mandated conversations and necessary actions for these students. Every trimester, the principal, reading teacher and each grade level team meets in front of the Literacy Wall to discuss current strategies for students and brainstorm next steps. For accountability purposes, every teacher leaves the meeting after making a “Commitment” to a concrete step they will take to further improve their instruction. The meeting the next trimester begins with a check-in on the commitment that each teacher had previously made. Between trimesterly meetings, teachers collaborate by grade level team as frequently as possible by the Literacy Wall, to update and move individual student cards, to ensure teachers are making progress towards their commitment and of course to review data!

Regarding communication, we understand that it’s critical that our parent/guardians as well as our students are aware of assessment results so that parents/guardians can use this knowledge to support their child at home. This sharing of assessment results occurs in an ongoing way throughout the duration of the school year, as well as more formally at parent-teacher conferences. Additionally, we communicate with students as frequently as possible regarding their personal assessment results so that they have a clear idea of where they are compared to the target. In all grade levels, self-created individual student learning goals in core content areas, especially reading, are a constant reminder of current student strengths and necessary next steps.

### **3. Sharing Lessons Learned:**

Country Meadows staff believes that, to improve, we must engage in a constant cycle of both learning with teachers throughout our area and sharing our best practices with them. All five elementary schools are present each trimester at the district Data Summit. The end of the summit has been designated for “Community Conversations,” when schools report out to other schools on our key findings from the data review and targeted next steps. It is during this time that we are able to share in great detail our specific plan for the upcoming trimester Implementation Cycle Plan. Feedback that we’ve received from this sharing has indicated that teachers across the district have implemented some of our ideas at their respective schools.

Our Literacy Wall has been shared with other schools in our district through personal meetings with our school reading teacher and principal with other Muskego Norway staff members, conversations via the phone and through email, and meetings with administrators. Teacher leaders from other schools both within and outside of our district have sought information about how the Literacy Wall was built and more importantly how it is used regularly to inform next steps of literacy instruction for individual students.

Our Special Education “Check-In” process has been recognized as exemplary in the district. Every trimester, the special education teacher, regular education teacher, and other professionals who work with a student who receives special education services have met with the principal to discuss student achievement data. We discuss student progress measured against the IEP goals, and what next steps are

necessary. While the format of these meetings has been modified over time, simply amazing ideas for students come from these meetings. Our school was asked to videotape several meetings so that they could be shared with other district schools as an exemplar for collaboration for students with special needs.

Additionally, sharing occurs at elementary principal's meetings in which all five principals are present. Also, sharing takes place during more formal Leadership Team "Sectional" meetings which consist of the elementary principals as well as key leaders at the district level. One example of our sharing within the district is that of our Above the Line character education program which has been used as a model within the district.

Beyond the walls of our district, we have welcomed with open arms teachers from a neighboring district to observe literacy instruction best practices. These teachers, in collaboration with an Alverno University instructor, have observed our teachers in action, and had follow-up conversations to help them take manageable steps towards implementing the workshop model of instruction.

#### **4. Engaging Families and Communities:**

Country Meadows has achieved success in part because of the incredibly strong relationships that we have with our families and the Muskego Norway community. Parent volunteers are present every day in classrooms throughout the school, assisting in the office, in the health room, participating in our Parents Reaching Every Pupil (PREP) Program to help teachers by doing photocopying, laminating etc. We also regularly reach out to families through literacy training provided by our reading teacher to parents/guardians. For those families unable to attend a training session, we share the most pertinent information from the training on a one page brochure so that, at home, they can mirror teaching strategies used at school. We also provide mandatory reading and math instruction training for Muskego High School students who tutor our children after the school day.

Our school works closely with the PTO who sponsors monthly events for our students. Some of those events include a talent show, dances, grandparents/very important person day, a Saturday read-in, a pool party, a movie night and much more. Moreover, connected to many of these events is a drive for local charities. The school regularly supports the local food pantry, has a book drive for children less fortunate than ours, and has a hat/mitten or coat drive. This "Giving Back" attitude is a quality of the school that students will take with them as they enter middle school and beyond.

Parents and staff work collaboratively when planning several events throughout the year. The Above the Line Program has had strong parent support and several parents on the founding committee. Joint planning between staff and parents also occurs annually for our Veterans Day program, our Grandparents/Very Important Person Day program and our Olympic Day.

We have an ongoing partnership with the Muskego Health Care Center, which serves the elderly. Each year, our school reaches out to them in some way. For example, annually around Valentine's Day several classrooms go to the MHCC to sing songs of friendship, share cards, enjoy ice cream and have conversation with the residents.

We have an incredible teaching staff who is dedicated to our students beyond our normal school day. At monthly PTO meetings and events, typically several teachers are present. Our teachers appreciate the work of our parents and show this through active participation in aspects outside of their classroom.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Country Meadows teachers and teachers throughout the district have spent countless hours building curriculum in each content area that is robust, rigorous and relevant for students. Perhaps most impressive is that through using Build Your Own Curriculum (BYOC), courses across all grade levels in every content area will be “published” by March 1, 2013. This work virtually ensures that all students throughout the district will be engaged in similar learning addressing the same standards, big ideas, learning targets, essential questions, and enduring understandings and as such have the same exposure to high quality curriculum.

Every Country Meadows classroom has adopted a “workshop” model in reading based on the Units of Study from Columbia Teachers College. In the Reading Workshop, we ensure that students are engaged in “just right” books that are at their level and are of interest to them. Additionally, our reading continuum helps students see where they are on their personal reading journey and what their next goals as a reader must be. Teachers are also engaged in crafting and delivering mini-lessons for the writing content area. Currently, we are transitioning to the workshop model in writing with full implementation in the fall of the 2013-14 school year. Students also track their progress along a continuum in this core content area to guide their learning.

Mathematics instruction centers on having students discover math concepts through active engagement, including having them explain, prove and defend their thinking. Through professional development from our Instructional Coach, teachers have learned more this year about the domains, clusters, math best practices and standards of the Common Core. Many teachers attended a three day math workshop during the summer of 2012 presented by Kathy Fosnot and as such have adopted many tenets of the resource “Contexts for Learning Mathematics” which includes components of the math workshop.

Students learn science through the Full Option Science System (FOSS). They learn most from and enjoy the opportunities for hands-on learning that this curriculum provides. Additionally, there is a strong writing component which allows students the opportunity to write frequently in their science journals to show what they know.

Social Studies curriculum was built over the past several years by district teachers. An example of a learning target from Kindergarten, within the “Learning and Working Long Ago” unit is, “The students will learn how to think like a historian by asking questions, and finding and examining artifacts, photographs, and documents using a variety of resources from multiple perspectives.” That’s just in Kindergarten!

Our art teacher has very high expectations for every child. Fourth grade students know the elements and principles of art and design and have acquired skills in 2-dimensional and 3-dimensional art. Knowledge of the elements and principles help students create more sophisticated pieces of art as well help them communicate their thinking.

In music, students learn about different composers, instrument families and individual instruments, how to read music, how to play various instruments and of course how to sing. Children have an appreciation for music, an understanding that they have talents in music, and a desire to continue to learn about music as the years progress.

The Physical Education/Health/Nutrition curriculum focuses on helping students understand the importance of life-long physical fitness, as well as overall health including the importance of eating

right. As an example, for the third grade curriculum, the focus is to develop healthy lifestyles, motor skill and movement knowledge, and social and personal skills.

Technology is effectively used in classrooms to support student learning. Student learning is enhanced through various technologies including SMART Boards, document cameras and electronic readers. Moreover, one “look for” on the walkthrough tool that administrators use when visiting classrooms is “Tasks/activities are directly related to technology targets.” So, our focus is not on the physical components of technology, but rather on the impact that those components can have on student learning.

## **2. Reading/English:**

Instruction in the area of reading has never been stronger, as it is the content area that has been our major professional development focus for the past four school years using tenets of the Reader’s Workshop and Columbia Teachers College Units of Study. Teachers engage students in a “mini-lesson” about a certain skill or strategy, after which readers individually read their “just right” book focusing on the teaching point from the mini-lesson. As students read, they stop to write their thinking, often on post-it notes or in reading journals, so that they are held accountable for their reading time and they can practice the skills and strategies they’ve accumulated from the mini-lessons. Meanwhile, the teacher confers with students, taking notes so they are able to record the current state for each reader and plan next steps of learning based on our district reading continuum and the Common Core state standards. At the end of the reading block time, students are brought back together to share with one another the connections they made during independent reading time with the mini-lesson.

The Reader’s Workshop supports differentiation for all learners. To personalize instruction using a balanced literacy approach, teachers offer guided reading, shared reading, small group instruction, interactive read alouds and book clubs. Also, regarding the Literacy Wall, collaboration during the Literacy Wall meetings allows for the implementation of further targeted interventions for specific students based on needs. Individual student interventions, like Early Reading Empowerment (ERE), as well as numerous other interventions provided by the classroom teacher meet the needs of all readers at all learning levels.

Final areas to emphasize relative to reading instruction include the use of anchor charts that highlight learning throughout a unit, every teacher meeting individually with the reading teacher each trimester to discuss student progress and reporting on the continuum, collegial observations of one another during literacy block time, ongoing assessment using a variety of tools, a Literacy Center filled with thousands of books and student goal-setting in reading. Finally, teachers have focused the regular education assistants’ time so that they are supporting readers during workshop time as much as possible. Thanks also to a five day seminar provided by the Teachers College in reading two summers ago that was highly attended by Country Meadows teachers, literacy instruction has never been stronger! Most importantly, as a result, increased student success is evident.

## **3. Mathematics:**

Math student achievement per 2011-12 WKCE data indicates that 78% of students achieved proficient or advanced. There are many reasons why our students have achieved such a high success rate. Our Instructional Coach models, mentors, coaches, co-teaches and provides student interventions for struggling students and support for teachers who have students who are high performing mathematicians. She also provides ongoing professional development for the entire staff and meets with teams by grade level during designated school collaboration time. With professional development on the math progressions, every day we are better able to understand the “progression” of math learning. Finally, teachers have learned more about the domains, clusters, math best practices and standards of the Common Core and make sure to deliver lessons aligned to these.

While Trailblazers has been the district approved curriculum that was followed for many years, teachers use many other supplemental resources. Today, Kathy Fosnot's "Contexts for Learning Mathematics" is being implemented in all classrooms. Within the workshop format, after a mini-lesson, students work in partnerships on an open-ended real world problem to explain, prove or defend their math thinking, and oftentimes create posters of their learning to be shared with their classmates. After the students have an opportunity to reflect on each other's thinking, the teacher guides the class in a "math congress" discussion to surface key ideas. It is expected that every teacher in every grade implement Fosnot units. Additional training and support is offered to those teachers who didn't attend the summer learning through grade level colleagues and the Instructional Coach.

To meet the needs of our mathematicians who struggle, as of the 2012-13 school year we've designated one instructional assistant to provide push-in and pull-out interventions. The students who are served are determined by using multiple data sources including Number Worlds assessment results, district common assessments, Options Achievement Predictors and WKCE results. The educational assistant meets with students in small groups 3-4 times per week. The Instructional Coach and principal review data collected on student progress approximately every ten weeks to determine if continued intervention is necessary for individual students. Additionally, a "math club" format in some classrooms and math learning targets posted in all classrooms clearly communicates learning foci for students and supports personalized instruction. Students who are exceptionally strong in math are considered for full grade acceleration in this content area. Using student achievement data on both current year and future year assessments, a decision is made by a team of staff and the student's parents. Should acceleration occur, a student is then aligned in future years to, by the end of high school, be taking college level courses in math.

#### **4. Additional Curriculum Area:**

At Country Meadows, we believe strongly in educating the whole child. The "Above the Line" Program, consisting of four core values of Respectful, Responsible, Safe and Honest behaviors, teaches students about specific skills and behaviors that, when exercised, will help them be successful academically and beyond. Through Above the Line, students are engaged in learning experiences such as classroom lessons, all school assemblies, individual and small group conversations with staff, Above the Line "Caught You Soaring" sheets (and recognition via morning announcements) and Below the Line "Fix It Plans." For example, when addressing the core value of responsible behaviors, topics include Being Prepared for Classes, Organization and Making Good Choices. There are numerous classroom lessons within each of these topics that a teacher adapts to their grade and class so all students can answer the essential questions that go along with each topic. For another example within the respectful behavior core value, many lessons comprise topics such as Treating Others with Respect, Teamwork and Accepting Differences and Including Others. These core values align tightly with many of the tenants of Positive Behavioral Interventions and Supports (PBIS) as connected to Response to Intervention (RTI).

Above the Line ties in very tightly with the Wisconsin Model Academic Standards for School Counseling in the three domains of Academic, Personal/Social and Career. A few include:

- A.1: Students will demonstrate an understanding of and responsibility for self as learner.
- C.1: Students will understand how to relate school to life experiences.
- D.1: Students will acquire and demonstrate self-awareness and self-acceptance as we relate to understanding oneself.

While we certainly understand that our overall school focus is on ensuring that students achieve academically in all subject areas, we also appreciate the necessity of teaching these Above the Line values. We believe strongly that this contributes to students' current and future success. Further, this current school year, we've expanded our Above the Line expectations by further defining what it looks and sounds like to act Above the Line on the bus, at recess and in the lunchroom. By doing so, we have

set students up for success in these less structured areas. In essence, teaching our children about the four core values of Respectful, Responsible, Safe and Honest behavior benefits the whole child. As such, curricular achievement and most importantly student learning is positively impacted. Per our mission, it's our unique way of helping every student learn, grow and succeed.

## **5. Instructional Methods:**

Personalizing learning for every student is our goal at Country Meadows. Utilizing the workshop approach in many content areas lends itself directly to teachers' ability to differentiate instruction for our learners. This includes flexible grouping and strategy groups in literacy and mathematics to meet the needs of all students at their level. After a lesson on the strategy or topic, the teacher facilitates the learning of an individual, partnership or small group of students. Additional ways that we tailor instruction include aligning regular education assistant time for small group and one-on-one support during core content area blocks, eliciting support from Muskego High School students who tutor students one-on-one in reading, writing or math, and finally receiving support from Bay Lane Middle School students to provide academic support to our students.

To assist teachers in implementing research based interventions for individual students, the Child Study Team (CST) process was initiated. This process is connected tightly to RtI. The CST process which can involve the school psychologist, principal, reading teacher, regular education teacher, special education teacher, speech/language teacher and parents/guardians provides an opportunity to discuss student strengths as well as areas of concern. The team creates specific next instructional steps as well as determines who will support the student, how we'll measure the success of the interventions and when the team will meet again.

Weekly collaboration greatly impacts instructional methods at Country Meadows. During this time, we focus on individual students, discuss instructional methods and tools, develop new strategies and as such empower teachers to work together to achieve specific goals. In addition to designated collaboration time each week before school for each grade, special education teachers collaborate on a scheduled basis with regular education teachers that they partner with. Also, both the reading teacher and instructional coach meet regularly with each grade level to discuss student achievement and next steps for the class, small groups and individual students. In this manner, responsibility for student learning is shared.

Country Meadows has two portable computer labs which each contain a full classroom set of laptops. Students in some classrooms are beginning to access books through electronic readers which has helped them stay more engaged during independent reading time. Software that students use to build their learning is carefully selected by classroom teachers to ensure that the work that students are doing on the computer connects tightly with what the teacher taught in the lesson and as such the learning targets and standards. Further, Technology Integrators assist teachers in integrating technology targets into their instruction and are utilized frequently at Country Meadows which makes for meaningful learning experiences for students.

## **6. Professional Development:**

Student achievement data and staff input via needs assessment surveys drive professional development. At the end of each school year, we build a year-long plan for the coming year which, though flexible, charts the course for our learning. Specific topics within the area of reading for the 2012-13 school year as identified by teachers are delivering effective mini-lessons, conferring, interactive read-alouds, integrating technology into literacy instruction in a meaningful way, understanding text complexity, student accountability during independent reading time, deepening comprehension through conversation and supporting struggling readers. Relative to teacher capacity, the professional development builds capacity as the topics for each session are presented as the most important aspects of reading instruction to focus on. In this manner, teachers zero in their own learning on the topics of the professional development as they will have the most impact on student learning.

We've discovered that there are many professional development experts within our own school and district. We have found that the professional development that is delivered by our own teachers, frequently using video recordings of their own instruction, is the most powerful and is sustained over time. Most importantly, from our professional development, instructional practices are improving based on walkthrough data by both the principal, other administrators and instructional coach.

There are many additional professional development experiences for staff. All classroom teachers are involved in a book study throughout the duration of the 2012-13 school year using one of three books about literacy best practices which they select. The teams meet during designated professional development time as well as staff meeting time to discuss the chapters in the book and implications for instruction. Contributing to the environment of learning for all staff is that regular education assistants are also involved in a book study that meets monthly with the principal. In addition, the assistants receive annual training from our reading teacher in literacy best practices. Further, professional development occurs at every staff meeting, with this year's development consisting of math best practices as delivered by classroom teachers and the instructional coach. Also, teachers regularly attend conferences and workshops that align to our Eye On the Goal plan, including the annual Wisconsin State Reading Association Convention. Finally, weekly collaboration sessions that teachers engage in typically by grade level provide ongoing and regular learning. As is evident, to help students on their own personal learning journey, Country Meadows staff are constantly involved in their own as well.

## **7. School Leadership:**

Leadership extends well beyond the principal and Eye On the Goal Team. Every staff member is in some way a leader and their voice is important in the decision-making process. The direction for the school is determined by the Eye On the Goal Team which consists of a representative from most grade levels/departments. The team uses student achievement data to set the course for the year. Through shared leadership, during the 2011-12 school year, 100% of the ninety one milestones throughout the course of the three trimesterly Implementation Cycle Plans were completed with a rating of a three (full implementation). To date for the 2012-13 plan, all forty three milestones have also been completed with a rating of a three. We believe as a school that "What gets written down, gets done."

As mentioned, every staff member is a leader. The Instructional Coach and Reading Specialist provide leadership throughout the school. Through modeling, mentoring, team teaching, coaching and meeting with grade levels as well as individual teachers, the impact they have on the instruction provided on a daily basis by classroom teachers is incredible. Every regular education classroom teacher is also a "Lead Teacher" at the district level in one or more content areas. Lead Teachers meet throughout the year across the district to ensure that the curriculum that is delivered at every school in every content area is similarly relevant, rigorous and aligned to Common Core state standards. Many Country Meadows staff are involved in voluntary committees including the Wisconsin Forward Award Baldrige criteria Category 1 (Leadership), Category 2 (Strategic Planning), Category 3 (Customer Focus), and Category 4 (Measurement, Analysis and Knowledge Management). Other staff members are involved with the district Technology Team, Gifted & Talented Team, Math Review Committee, RtI Team, Middle Level Program Review, the Flipped Classroom, Curriculum Planning and the Grading & Reporting Team.

The principal conducts regular "walkthroughs" of classrooms including providing written feedback via the district walkthrough tool which focuses on high leverage teaching practices. Additionally, every Country Meadows teaching staff member annually completes a Professional Learning Plan (PLP). Every trimester, the principal meets one-on-one with every regular and special education classroom teacher to discuss their walkthrough data as well as progress towards completion of their PLP. These meetings hold teachers accountable for high quality instructional practices and perhaps more importantly provide an opportunity for the principal to have an individual conversation with every teacher three times per year regarding next steps in their own professional growth.

It is through the shared leadership as described in this section that Country Meadows students have enjoyed increasing learning, growth and success.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: WKCE

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Proficient	78	73	82	60	78
Advanced	19	27	29	10	13
Number of students tested	58	48	56	50	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	5	7	4	1
Percent of students alternatively assessed	0	10	13	8	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	73		Masked	Masked	Masked
Advanced	27		Masked	Masked	Masked
Number of students tested	11		6	3	1
<b>2. African American Students</b>					
Proficient			Masked	Masked	
Advanced			Masked	Masked	
Number of students tested			2	1	
<b>3. Hispanic or Latino Students</b>					
Proficient	Masked		Masked	Masked	
Advanced	Masked		Masked	Masked	
Number of students tested	1		3	2	
<b>4. Special Education Students</b>					
Proficient	Masked	Masked	58	Masked	Masked
Advanced	Masked	Masked	25	Masked	Masked
Number of students tested	3	6	12	9	5
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	2		1		
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13WI3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: WKCE

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Proficient	48	60	46	46	57
Advanced	9	13	18	10	13
Number of students tested	58	48	56	50	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	5	7	4	1
Percent of students alternatively assessed	0	10	13	8	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	36		Masked	Masked	Masked
Advanced	0		Masked	Masked	Masked
Number of students tested	11		6	3	1
<b>2. African American Students</b>					
Proficient			Masked	Masked	
Advanced			Masked	Masked	
Number of students tested			2	1	
<b>3. Hispanic or Latino Students</b>					
Proficient	Masked		Masked	Masked	
Advanced	Masked		Masked	Masked	
Number of students tested	1		3	2	
<b>4. Special Education Students</b>					
Proficient	Masked	Masked	42	Masked	Masked
Advanced	Masked	Masked	8	Masked	Masked
Number of students tested	3	6	12	9	5
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	2		1		
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13WI3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: WKCE

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Proficient	78	78	81	84	67
Advanced	34	28	15	29	7
Number of students tested	50	58	52	55	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	1	2	4
Percent of students alternatively assessed	8	10	2	4	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	3	3	3
<b>2. African American Students</b>					
Proficient		Masked			
Advanced		Masked			
Number of students tested		2			
<b>3. Hispanic or Latino Students</b>					
Proficient		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		3	2		2
<b>4. Special Education Students</b>					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	9	9	8	9
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient		Masked			Masked
Advanced		Masked			Masked
Number of students tested		2			1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13WI3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: WKCE

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Proficient	58	55	52	46	57
Advanced	14	16	8	11	16
Number of students tested	50	58	52	55	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	1	2	4
Percent of students alternatively assessed	8	10	2	4	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	3	3	3
<b>2. African American Students</b>					
Proficient		Masked			
Advanced		Masked			
Number of students tested		2			
<b>3. Hispanic or Latino Students</b>					
Proficient		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		3	2		2
<b>4. Special Education Students</b>					
Proficient	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	9	9	8	9
<b>5. English Language Learner Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient		Masked			Masked
Advanced		Masked			Masked
Number of students tested		2			1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13WI3